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STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 12, 2010

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To: Mr. Richard Lavergne, Superintendent
St. Martin Parish School Board

From: Jeanette B. Vosburg, Executive Director

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 050-112

Title: St. Martin Parish 8(g) Pre-K Program

Allocation: \$48,225.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Angela McFaul

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

Agency:		St. Martin Parish School Board		Parish:		St. Martin Parish	
Agency Head:		Richard Lavergne		Project Administrator: ✓		Angela McFaul	
Title:		Superintendent		Title:		Early Childhood Supervisor	
Agency Fiscal Agent/Budget Contact:	Name	Emile Soulier		Address:	Street/P.O.	111 Courville St.	
	Title	Chief Financial Officer			City/State/Zip	Breaux Bridge, LA 70517	
Phone:		332-2105	EXT.3039	Phone:		337-332-2105	EXT. 3014
Fax:		337-332-6628		Fax:		337-332-6628	
E-Mail:		emile_soulier@stmartin.k12.la.us		E-Mail:		angela_mcfaul@stmartin.k12.la.us	
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project			
\$48,225 *				Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. Education Excellence Fund \$43,393					
TO BE COMPLETED BY BESE STAFF							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
Date <u>8/12/10</u>		Signature of 8(g) Staff <u>[Signature]</u>					
<input checked="" type="checkbox"/> Request Approved		Assigned Log # <u>050-112</u> ✓		RECEIVED Date Received in BESE Office <u>8/12/10</u> State Board of Elementary and Secondary Education			
<input type="checkbox"/> Request Denied		Date <u>8/10/2010</u> Signature of Executive Director <u>[Signature]</u>					

Title of Project (8 words or less)	St. Martin Parish 8g Pre-K Program		
Purpose of Grant (1 sentence)	To provide an age appropriate early learning Pre-K program to eligible four-year-olds.		
Number and Description of Students To Be Served	10 at-risk four-year-olds		
Project Implementation Date (with students)	8-16-10	Project Ending Date (with students)	6-1-10
Project Sites and Personnel (List all participating schools and the primary person responsible for implementing the project at each school.)			
School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1 050-007	Cecilia Primary	Mandy Boudreaux	Pre-K Teacher
2 050-007	Cecilia Primary	Rachel Dugas	Pre-K Assistant
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
Proposal Preparation (List school-level personnel involved in the preparation of this proposal.)			
Name	Title/Position	School	
Mandy Boudreaux	Pre-K Teacher	Cecilia Primary	
Angela McFaul	Early Childhood Supervisor	SMP Central Office	

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Richard Lavergne or Emile Soulier

(Print Name of Agency Head)

 OKB2

(Signature of Agency Head in blue ink)

08/02/10

(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$34,704
EMPLOYEE BENEFITS (200)	\$12,892
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	
SUPPLIES (600)	\$629
PROPERTY (700)	
TOTAL COST (Round to nearest dollar)	\$48,225

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$34,704
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		Object Code Total	\$34,704

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important

All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.

All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

Cecilia Primary – Class Prorated 52.64% 8g / 47.36% EEF

1 Teacher Salary (\$42,518) (Certificate: Level 2 - 443499)\$ 22,381 ✓
 1 Teacher Assistant Salary (23,410) (Praxis).....\$ 12,322 2

\$34,704 00

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	\$4,510 ✓
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions (1.45%)	504 ✓
	230	Retirement Contributions	7,010 ✓
	260	Workmen's Compensation (2.5%)	868 ✓
		Object Code Total	\$12,892 ✓

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Cecilia Primary – Class Prorated 52.64% 8g / 47.36% EEF

Teacher Insurance (4,284).....	\$ 2,255 ✓
Teacher Medicare (617).....	\$ 325 ✓
Teacher Retirement (8,589).....	\$ 4,521 ✓
Teacher Workman's Compensation (1,063).....	\$ 560 ✓
Assistant Insurance (4,284).....	\$ 2,255 ✓
Assistant Medicare (340).....	\$ 179 ✓
Assistant Retirement (4,729).....	\$ 2,489 ✓
Assistant Workman's Compensation (585).....	\$ 308 ✓

Ins.
 2255.00
 2255.00
\$4510.00 ✓

Medicare
 325.00
 179.00
\$504.00 ✓

Retirement
 4521.00
 2489.00
\$7010.00 ✓

W. Comp
 560.00
 308.00
\$868.00

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 4
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	
	320	Purchased Educational Services	
	340	Technical Services	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 5
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
400		Purchased Property Services	
	430	Repairs & Maintenance Services	
	440	Rentals	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, rate, and justification.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 6
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 7
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	\$629
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	\$629

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification.

Cecilia Primary – Class Prorated 52.64% 8g / 47.36% EEF

Materials and supplies to align with the Early Childhood Environmental Rating Scale (ECERS) such as consumable supplies, center items: language and literacy items, music and movement items, dramatic play items, art materials, software, science items, social studies items, mathematics manipulatives, etc.

Cecilia Primary – Prorated Class (~~\$198~~)..... \$ 104

Snack items and related supplies such as napkins, plates, forks, cups, sanitizer gel, and cooking items as those items align with the Creative Curriculum.

Cecilia Primary – Prorated Class (~~\$998~~)..... \$ 525 ✓

\$629.00 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 8
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
700		Property	
	730	Equipment	
		Object Code Total	

BUDGET NARRATIVE: Provide detailed description of items to be purchased with quantity and cost and intended use of each. Charges associated with equipment purchases must be delineated by service and cost.

IMPORTANT: All equipment items must be budgeted in Code 700 regardless of cost and must be tagged in accordance with local school board policy and local school board property control regulations. In the absence of local school board property control regulations the Board requires that each equipment item costing \$250 or more be tagged and tracked on the agency's inventory control system. *Equipment includes those items that are durable (sturdy) in nature and tend to last more than a year.* All equipment items should be labeled on this page as taggable or nontaggable (according to local policy).

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Proposal Narrative Form

2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
1 : 20	1 : 10	180	375

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Mandy Boudreaux	Elementary / Pre-K-3	Level 2 443499	10
2.				
3.				
4.				
5.				

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$199,591	50	\$215,741	50 / 10 this year
Title I	\$531,735	120	\$543,071	120
Even Start				
Special Education	\$170,000	21	\$170,000	20
Head Start*				
REAP				
EEF		10	\$43,423	10
Locally Funded				
LA 4	\$1,287,999	280	\$1,281,943	280
Others				

* If district is grantee for Head Start

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

<input checked="" type="checkbox"/>	Brigance Pre-School Screen for Three and Four-Year-Old Children
<input type="checkbox"/>	Developmental Indicators for the Assessment of Learning (DIAL-R)
<input type="checkbox"/>	Developmental Indicators for the Assessment of Learning (DIAL-3)
<input type="checkbox"/>	Denver Developmental Screening Test
<input type="checkbox"/>	Early Recognition Intervention Systems (ERISys)
<input type="checkbox"/>	Battelle Developmental Inventory-Screening Test
<input type="checkbox"/>	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
<input type="checkbox"/>	*This agency provides universal access.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used:

The Creative Curriculum in conjunction with the LA Comprehensive Curriculum

b) Describe the developmentally appropriate curriculum being used:

It is the goal of the St. Martin Parish School Board to effectively increase the chances for school readiness and success for the young child with environmental deficiencies, developmental lags, and real or potential learning problems. This being the case, the district has chosen to implement the Creative Curriculum for Preschool in conjunction with the Louisiana Comprehensive Curriculum. Through early identification and appropriate curriculum intervention to remediate and/or lessen these problems, the students will be more on level developmentally in the areas of gross motor, fine motor, pre-writing, cognitive, social, language, and self-help skills enabling the child to perform successfully in kindergarten. The curriculum utilizes developmentally appropriate pre-kindergarten activities that focus on the whole child and emphasize emergent literacy. The child's cognitive, physical, social/emotional, and creative skills will develop through active exploration and investigation, personal discovery, reorganization of the physical environment, verbal interaction with peers and adults, and support from adults.

All St. Martin Parish pre-kindergarten programs utilize the Creative Curriculum for Early Childhood in conjunction with the Louisiana Comprehensive Curriculum. The Creative Curriculum has been used successfully by preschool programs throughout the country and is approved by the Louisiana State Department of Education. When combined with the Louisiana Comprehensive Curriculum, the two provide developmentally appropriate opportunities, activities, and experiences to enhance the total development of each child. The curriculum will be taught / learned through large/small group activities, learning centers, and appropriate thematic units of study. Instruction will focus on strengthening developmental lags by offering activities in gross and fine motor, language, math, cognitive, socialization, personal and self-help skills to attain on-level rating for each child as measured on the assessment portfolio checklist. Special emphasis will be placed on stimulating language experiences that require active involvement and hands-on activities.

Pre-K teachers within the system have aligned the Creative Curriculum with the Louisiana Grade Level Expectations (GLEs) which are found within the Louisiana Comprehensive Curriculum. The GLEs align well due to the fact that both the curriculum and the GLEs recognize the interplay between socio-emotional, cognitive, and physical growth while fostering these areas in a developmentally appropriate manner. During the 2005-2006 school year, St. Martin Parish piloted the implementation of the state developed GLE Checklist and it has been used ever since as part of the on-going student progress monitoring. The checklist provided information on individual student growth based upon the successful attainment of the GLEs. The format is similar to the previously used Creative Curriculum Checklist, but contains many more skills. It is intended to be:

- a practical way of documenting each child's development from the beginning to the end of the year, and
- a tool that you to be used to develop a complete picture of every child in the program so that teachers can plan a program and design appropriate strategies to promote each child's growth and development.

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:

Focus on the LA Content Standards takes place annually during the June Parish Professional Development Day for all Pre-K staff. The training focused on aligning everything that is done in Pre-K with the state's Comprehensive Curriculum and GLEs as well as Louisiana's Content Standards for Programs Serving Four-Year-Old Children. The Standards/GLEs will be a part of the instructional process on a daily basis focusing on the five domains: Cognitive: English/Language and Mathematics, Science, Social Studies, and Socio-emotional. Student mastery of Standards/GLEs will be documented within individual student portfolios and the GLE Checklist of Skills. Training also centered around aligning the above mentioned pieces with the Early Childhood Environmental Rating Scale (ECERS) in order to make all aspects cohesive.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

Parental involvement is a key component of the St. Martin Parish Early Childhood Program for four-year-old children. St. Martin Parish is committed to offering a variety of opportunities for parents to participate in, facilitating them to be successful partners in promoting the academic success of their children. A variety of parental involvement opportunities are available to parents throughout the school year. Opportunities for parents include:

- Home visit to each Pre-K home
- Two parent-teacher conferences per year
- Parent volunteering in the classroom and in the school
- Monthly parent workshops presented by the Title I Home School Coordinator
- Parent-Teacher Organization (PTO) meetings
- Dad's Day For Children
- Themed Activities
- Field Trips
- Adult Education Opportunities (GED)
- Family Literacy Activities

In addition to the above mentioned activities, parents receive a weekly newsletter from the classroom teacher apprising them of what the learning theme/topic is for the week, opportunities for a home-school learning link and upcoming school and classroom events.

Parents are encouraged to attend Family Support meetings when concerns arise during which time parents are given information on links to agencies which may provide assistance to families in need. Specific areas of focus includes: housing, adult literacy and employment counseling services, medical and dental assistance, mental health assistance, and linkage to other community initiatives.

e) Describe the classroom environment:

The environment in all 8g Pre-K classrooms follows the standards and indicators found in the Early Childhood Environmental Rating Scale (ECERS). This ensures that the environment for the four-year-old children will be warm, inviting and encouraging. Training with staff members ensures that no demeaning language or corporal punishment is every used in the Pre-K classroom. Interactions are always positive and promote positive socialization time between adults and students and students and students.

The classrooms are print rich with environmental print, student dictated stories, picture and word labels, posted nursery rhymes and class created graphs. Pre-Literacy skills and the incorporation of phonemic awareness activities provide students with exposure to a variety of pre-reading prerequisites. Reading essentials are addressed daily within the classroom as well as oral language development opportunities. Children's vocabulary and language expand as they are introduced to new words in books during daily Story Time. Relating the words they are learning to their own experiences helps children expand their general knowledge as well as increase their vocabulary.

In addition to this, the environment also includes a variety of learning centers including art, dramatic play, blocks, writing, math/manipulative, science/discovery, computer, library, and sand/water which students self-select to play/learn in. Exposure to the student –initiated learning centers is part of each day for 35%-45% of the instructional day.

Music and movement activities take place on a daily basis. Music naturally delights and interests children. An early childhood program that includes time for music and movement provides an outlet for children's high spirits and creative energy. Music and movement experiences help develop both sides of the brain-an important finding in recent brain research-and contribute to children's social/emotional, physical, cognitive, and language development.

f) Describe the outdoor playground environment:

The outdoor playground environment also follows the standards and indicators found in the Early Childhood Environmental Rating Scale (ECERS). The outdoor area consists of gross motor play equipment, both stationary and portable. Children are given the opportunity to choose gross motor play equipment focusing on improving strength and coordination while improving gross motor muscle skills.

In addition to exposure to gross motor equipment students are given the opportunity to play within outdoor centers consisting of art, blocks, sand and water, dramatic play, library, music, nature/science, and math/number centers. These centers are housed in storage tubs which contain items found in the indoor centers.

Lastly, students participate in structured gross motor games under the direction of the classroom teacher which allow students to improve coordination. Games are non-competitive in nature and allow everyone to participate. Often times, other content area skills are integrated during this time such as language and number skills.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students

Children in the 8g Pre-K classes will be engaged in the following activities on a daily basis:

- Calendar Math Activities: number skills using manipulatives
- Circle Time: Oral language, music and movement, nursery rhymes
- Student Initiated Center Time: strictly hands-on activities
- Story Time: interactive story telling and retelling
- Phonemic Awareness Activities: oral games
- Emergent Writing Activities: dictated stories, journaling, labeling
- Mondo Oral Language Development: interactive oral language development
- Outdoor Center Time/Gross Motor Play
- Small Group Instruction: GLE based activities
- Naptime
- Snack

Nine of the eleven above listed activities (excluding naptime and snack) include activities that align with activities found in the state's Comprehensive Curriculum which are rich in hands-on activities which actively engage children's minds. GLEs are focused on also during each of the above mentioned components of the day.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

Language and literacy experiences will take place throughout the day. The classroom environment will be rich in print containing word and picture labels on most objects found in the classroom and in centers. Language will have both an informal and formal focus. Formally, teachers will read literature to children using an interactive format. Oral predictions will be solicited, higher level thinking questions will be posed throughout the reading, and predictions will be checked at the end of the story. K-W-L charts will also be used to organize children's thoughts whereby the teacher will solicit oral responses from children pertaining to what they KNOW, WHAT they want to know, and what they have LEARNED.

Student language will be used to complete the charts and charts will be hung around the classroom for children to read periodically throughout the day. Research supports the fact that children's dictated words become familiar written words as they are exposed to their dictation on a regular basis. With this in mind, many class created/dictated stories will be created throughout the year and placed around the classroom and in the library center.

Structured oral language development activities will be a focus of each day using the Mondo Oral Language Development Program. The program is a highly interactive program that uses picture cards to solicit language from students. As questions are posed based upon information from the picture cards, students are required to respond in complete sentences. Of course, this may not happen at the beginning of the school year, but the teacher and assistant model the process of speaking in complete sentences while working with the picture cards. The adults are models, but the children serve as the greatest models. A strategy known as "think-pair-share" will be used to encourage student oral interaction once a question is posed. Once partner sharing takes place, then children are called on to share response orally with the whole group.

Small group instruction is another opportunity to break down the whole group into smaller groups in order to give children additional opportunities to verbalize their knowledge of skills. A variety of GLEs are addressed during this time using developmentally appropriate teaching strategies. One main focus during small group time is to get all children verbalizing thoughts using complete sentences no matter what the activities entail, be it art, GLEs instruction from the various domains using hands-on activities, music and movement, etc.

Students will be exposed to stories daily. Because of this they become increasingly adept at retelling the text accurately and progress from thinking that the pictures are read, to knowing that print can be read without reference to pictures. The simple and predictable text found in many children's story books, combined with repeated readings, helps children develop an oral knowledge of the text, aiding the child's attempts to match speech to print. In a whole language classroom, a cozy reading corner, with large cushions and a variety of books, invites children to read individually and with peers, enhancing both literacy development and the enjoyment of reading.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

The program is committed to using research-based practices when delivering numeracy instruction and activities as outlined in the LA Comprehensive Curriculum. The focus will be on learning through active involvement using hands-on activities. The morning will begin with Every Day Counts Calendar Math which will be incorporated using a whole group format using an interactive bulletin board/math manipulative format. Concepts include activities focusing on the calendar, counting tape, collect and count elements, matching, measuring, extending patterns, graphing, exploring geometry, sorting, simple addition/subtraction using objects, etc. In addition to this, students will break into small groups to reinforce numeracy concepts several times during the week during which time objects will be manipulated using a game-type format. Lastly, children have the option to self-select the math/number center during learning center time. Concepts taught during whole and small group instruction will be reinforced using additional manipulatives in this center. Assessment will take place both formally and informally on an on-going basis. The role of the teacher and assistant will be that of observer, listener, recorder, and questioner. Data gathered during assessment will be used to guide future instruction.

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

The Comprehensive Curriculum will be the guiding force behind the instruction in the classroom. Grade Level Expectations (GLEs) are found within the Comprehensive Curriculum. These GLEs are identified skills for mastery in the Pre-K Program. Teachers will assess students on the GLEs, periodically throughout the school year, using the ***GLE Checklist of Skills***. Assessment will be conducted using developmentally appropriate methods. Individual ***student portfolios*** will be used to document student progress on mastery of the GLEs. Within an individual student portfolio, teachers will gather student work samples, compile anecdotal notes, insert photographs, and other pertinent data in order to monitor a child's progress throughout the school year. Documentation on the GLE Checklist of Skills will take place in the Fall, Winter, and Spring.

GLEs will be introduced initially and will continue to be part of the instruction throughout the entire school year, thereby revisiting skills periodically a number of times during whole and small group instruction as well as center learning. Assessment through anecdotal note taking and work sampling will allow teachers to determine specific skill mastery. Those skills which prove to be difficult or those that have not been mastered will be integrated into all forms of learning which take place in an early childhood classroom.

The Developmental Skills Checklist (DSC) will be administered at the on-set of the program to each child individually. Data obtained from the pre-test will be used to guide instruction based upon the needs of children. The post test will be administered during the last three weeks of school. Data will be analyzed using pre and post test data to determine if growth has taken place.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

All Pre-K teachers receive annual ECERS training focusing on the total learning environment both indoors and outdoors. The classroom environment must align, to the best of the teacher's/assistant's ability with the maximum indicators found in ECERS from the beginning of the school year to the end. Teachers are required to complete an ECERS self-assessment within the first two months of the start of school. In addition to this, the assigned supervisor will conduct an observation based on indicators found in ECERS. Focus areas are identified, if needed, and growth towards meeting these areas is required. Assistance and follow-up support is provided.

l) Describe plans for professional development for program staff:

The first professional development (PD) session for the Pre-K staff was held on June 14, 2010. The focus was on integrating literacy, numeracy, and science through oral language and musical experiences presented by Dr. Mike Longoria. A second day of PD was conducted on June 22, 2010 by Penny Black of the LA Department of Education, Regional Service Center. The information centered around implementing ECERS-R with quality and incorporating the LA Comprehensive Curriculum: Literacy/Numeracy pieces. A third day of district-wide training will take place on August 12, 2010 and will focus on curriculum dealing specifically with theme integration in learning centers. Annual Program Orientation will also be covered.

m) Other related information that helps describe the project:

The 8g Pre-K classes are located on the campuses of Title I schools. As such, many of these students come from low socio-economic backgrounds. In addition to this, families often have a number of concerns which affect the way a child learns. Every effort will be made to identify families who are in need of additional services from community agencies that provide what they may need. A part-time Pre-K Resource Facilitator will intervene on the child and family's behalf in order to find services that will best meet their needs. The Resource Facilitator, in order to better serve our families, will provide them with information and links to agencies which can provide assistance to families in need.

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
June 14, 2010	Professional Development: Curriculum Training
June 22, 2010	Professional Development: ECERS/ Comprehensive Curriculum Integration
August 12, 2010	Professional Development: Theme Integration/ Program Orientation
August 9, 2010	Brigance Screening
August 16, 2010	DSC Pre Testing
August 17, 2010	DSC Pre Testing
August 18, 2010	Pre-K Students Report
October 22, 2010	Parent-Teacher Conference
March 25, 2011	Parent-Teacher Conference
May 2 – 20, 2011	DSC Post Testing
June 2, 2010	Last Day of School

o) Attach a sample classroom schedule that meets Bulletin 741 requirements.

- available for a substantial portion (one-third) of the instructional day 123 min

Gross Motor Activities:

- available for at least 45 min. daily

Music/movement Activities (planned and free choice):

- available for at least 45 min. daily

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<p>Objective 1 of 3 To implement a parental involvement program in which at least seventy-five percent of the parents in each class attend parent-teacher conference.</p> <p>Objective 2 of 3 To administer the Developing Skills Checklist (DSC) to students participating in the 8g Early Childhood Development Program in which seventy-five percent of the students will score in the second, third, or fourth quartile in language on the post administration of the DSC.</p> <p>Objective 3 of 3 To administer the Developing Skills Checklist (DSC) to students participating in the 8g Early Childhood Development Program in which seventy-five percent of the students will score in the second, third, or fourth quartile in mathematics on the post administration of the DSC.</p>	<p>Parental sign-in sheet on Parent-Teacher Conference day.</p> <p>DSC Test Data</p> <p>DSC Test Data</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

Name: MANDY RAE BOUDREAUX


Certificates or Permits:

☒ **LEVEL 2 475374** Issued:5/23/2008
Valid For: 5/23/2008 - 5/23/2013, Valid

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 5/23/2008

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 **LEVEL 1 443499** Issued:6/22/2005
Valid For: 6/22/2005 - 6/22/2008, Not Valid

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 6/22/2005

Degree(s):

2005 B.A., UNIVERSITY OF LOUISIANA AT LAFAYETTE

General Area(s) Of Certification:

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/22/2005

(800) PK-3, Grade(s):24-3, 6/22/2005

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